

EVALUATION of All Certified Staff

A Handbook of Guidelines, Procedures, and Policies

**South Central Community Schools
#4940**

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Evaluation Plan Submission Coversheet

Indiana Code 20-28-11.5-8(d) requires each school corporation to submit its staff performance evaluation plan to the department and requires the IDOE to publish the plans on its website. This cover sheet aims to provide a reference for teachers, administrators, parents, and other stakeholders of the components of performance evaluation plans for each school corporation required by [Indiana Code 20-28-11.5](#). The IDOE will not be “approving” plans using this document.

In the chart below, please reference the page number(s) in your document which clearly display compliance with the requirement. If the plan has multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D etc with the page number following. For example: A-23, B-5, etc.

Your plan may include many other sections not listed below. This sheet is not exhaustive but should encapsulate the main components of your plan.

Once completed, please attach this cover sheet to the evaluation plan document you will submit. The whole document, including this cover sheet, needs to be combined into one PDF for submission. All information must be included in **ONE** PDF as you will only be able to upload one document.

School Corporation Name	South Central Community Schools		
School Corporation Number	4940		
Annual Evaluations			
Requirement	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Annual performance evaluations for each certificated employee	IC 20-28-11.5-4 (c) (1)	Plan and metrics to evaluate all certificated employees, including teachers, administrators, counselors, etc. Evaluators responsible for certificated employees	12-60

Objective Measures of Student Achievement and Growth

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Objective measures of student achievement and/or growth significantly inform all certificated employees evaluations.	IC 20-28-11.5-4 (c) (2)	Weighting of student achievement in final summative evaluation Protocol for including objective measures of student achievement and growth	14-15, 19-20, 24-25, 29-30, 34-35, 38-39, 43-44, 52-53, 55-56, 58-59
<input type="checkbox"/> Student performance results from statewide assessments evaluations of employees whose primary responsibility is teaching tested subjects.	IC 20-28-11.5-4 (c) (2)	Student and/or School Wide Growth data Other Statewide Assessments incorporated into evaluations	55-56
<input type="checkbox"/> Methods of assessing student growth in evaluations of employees who do not teach tested subjects.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives Other Student Learning Measures for non-tested subjects Student Learning Measures for Non-Teaching Staff School-wide learning measures/A-F	58-59
<input type="checkbox"/> Student assessment results from locally developed assessments and other test measures in evaluations of all employees.	IC 20-28-11.5-4 (c) (2)	Student Learning Objectives or other student learning measures School-wide learning measures/A-F	14-15, 19-20, 24-25, 29-30, 34-35, 38-39, 43-44, 52-53, 55-56, 58-59

Rigorous Measures of Effectiveness

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Rigorous measures of effectiveness, including observations and other performance indicators.	IC 20-28-11.5-4 (c) (3)	Observation Rubrics allowing for detailed description at each level of performance for each indicator. <ul style="list-style-type: none"> Teacher Other Certificated Staff Principals District-Level Certificated Staff Other measures used for evaluations	12-60

Designation in Rating Category

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> A summative rating as either highly effective, effective, improvement necessary, or ineffective.	IC 20-28-11.5-4 (c) (4) and (6)	Definition of performance categories Summative scoring process that yields placement into each performance category	12-60
<input type="checkbox"/> A final summative rating modification if and when a teacher negatively affects student growth	IC 20-28-11.5-4 (c) (4) and (6)	Description of modifying final summative rating for negative growth Definition of negative impact on student growth for classes not measured by statewide assessments	6-9
<input type="checkbox"/> All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating.	IC 20-28-11.5-4 (c) (4) and (6)	Process for determining summative rating Scoring Student Learning Measures Weights of evaluation components Process for tracking data and managing documentation	12-60

Evaluation Feedback

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Recommendations for improvement and the time in which improvement is expected.	IC 20-28-11.5-4 (c) (5) IC 20-28-11.5-4 (d)	Process for delivering feedback on evaluations Process for tying evaluation results to professional development	6-9

Evaluators

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> Only individuals who have received training and support in evaluation skills may evaluate certificated employees.	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of Evaluator Training Description of who will serve as evaluators Process for determining evaluators	6-9 61-63
Teachers acting as evaluators (which are optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of who will serve as evaluators Process for determining evaluators	N/A

<input type="checkbox"/> part of their responsibilities			
<input type="checkbox"/> All evaluators receive training and support in evaluation skills	IC 20-28-11.5-1; IC 20-28-11.5-5(b); IC 20-28-11.5-8(a)(1)(D)	Description of evaluator training	61-63

Feedback and Remediation Plans

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6	System for delivering summative evaluation results to employees	6-9
<input type="checkbox"/> Remediation plans assigned to teachers rated as ineffective or improvement necessary.	IC 20-28-11.5-6	Remediation plan creation and timeframe Process for tying evaluation results to professional development	6-9
<input type="checkbox"/> Remediation plans include the use of employee's license renewal credits.	IC 20-28-11.5-6	Description of how employee license renewal credits will be incorporated into remediation	6-9
<input type="checkbox"/> Means by which teachers rated as ineffective can request a private conference with the superintendent.	IC 20-28-11.5-6	Process for teachers rated as ineffective to request conference with superintendent	6-9

Instruction Delivered by Teachers Rated Ineffective

Requirements	Statute	Examples of Relevant Information	Reference Page Number
<input type="checkbox"/> The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective.	IC 20-28-11.5-7	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	6-9
<input type="checkbox"/> The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable.	IC 20-28-11.5-7	Description of how parents will be informed of situation	6-9

OVERVIEW AND PURPOSE

The School Board, through the powers derived from the General Assembly of the State of Indiana, is responsible to act upon recommendations by the administration regarding the employment and/or termination of all personnel. To aid in the process of employment recommendations and ultimately to aid the Board in their determination regarding final employment decisions, a system of administrator evaluation and assessment is necessary. Evaluations shall be conducted for each administrator according to the provisions of Indiana Code.

The expressed purpose of the administrator evaluation model of South Central Community Schools is to assess administrator performance so that administrators may better lead strategic plans to improve instruction and professional practice to ensure improved student achievement. When a staff member is employed in these schools, it is because there has been a judgment that expresses confidence in the administrator's abilities. Thus, there is every reason to build an administrator evaluation model that supports the administrator and reinforces their administrative and instructional strengths and addresses their professional challenges. Through this open approach, apprehension is reduced, and staff members shall assume responsibility for using the information to increase their effectiveness.

Certified Employees' Evaluation Guidelines and Protocols South Central School Corporation

1. For the purpose of certified employee evaluations and compensation, South Central Schools defines **Teacher Leadership** as follows: every teacher is considered a **leader** of students and will not be singled out for purposes determined to destroy cooperation among and between teachers. Our school corporation believes teachers take on very important roles of **leadership** as an embedded part of their daily duties.
2. For the purpose of certified employee evaluations and compensation, South Central Community Schools defines **Academic Needs of Students** as follows: every teacher is considered to be taking into consideration the **academic needs** of all of his/her students. Our school corporation believes all teachers daily address the **academic needs** of all students.
3. At South Central Community Schools, we are using the Administrator Assistance (AA) Evaluation Model, which is research-based and practical. It also integrates all state standards for each certified staff member and is an effective tool to evaluate all certified employees of our school corporation. All certified employees will be evaluated annually using versions of the AA model for each level of certification. This evaluation system includes rigorous measures of teacher effectiveness, uses a wide-range of objective data, and allows for a designation of Highly Effective, Effective, Improvement Necessary and Ineffective as a result of the final summative evaluation concluded annually as soon as all available data is available to the evaluator. The AA model includes a system of improvement for all teachers rated Ineffective and stipulates that any teacher deemed as having a negative impact on student learning cannot receive a rating in the top two categories, nor can he/she receive any type of merit/performance pay for any given year.
4. All of AA's evaluation models include two basic parts. Part A is the performance evaluation, which has general observation rubrics for each of the 33 questions. Part B is the student data portion of the summative evaluation, which uses numerous objective data points to determine certified staff effectiveness. Part B complies with all state statutes that address this topic.

5. Once the evaluation is completed for each certified staff member, those deemed to be rated in the either of the bottom two rating categories will work collaboratively with the evaluator to complete an improvement plan that will be implemented at the beginning of the next school year and will be reviewed no later than 90 days after the first day of school to determine if improvements in deficient areas are effectively addressed. At that point, in-flight changes may be necessary to continue the improvement process. Any certified employee that has been rated as Ineffective for two consecutive years may be considered for termination at the end of his/her second evaluation once all components have been received and the employee has been notified of the final rating by the evaluator. However, there is no mandatory termination.
6. Each year, all AA evaluation systems will be monitored and tweaked as needed to make the evaluation processes the best they can possibly be.
7. Each certified staff member will be evaluated at least once a year; however, he or she may be evaluated more if deficiencies are noted. The final summative evaluation conference will not take place until all components of the evaluation are completed and each certified staff member has been notified of the final exit evaluation meeting.
8. All tracking and data storage will ultimately be managed and stored securely by the evaluator. Certified staff may report certain data to the evaluator for purposes of compiling the final summative evaluation.
9. If a certified staff member receives a rating in the bottom two categories, he/she may request a meeting with the superintendent to discuss the evaluation results within five business days from the time of the final summative evaluation conference with the evaluator. There is no obligation for the superintendent to change a summative evaluation, but instead the superintendent may give good advice to the certified employee so that he/she can undertake necessary improvement steps. Our district takes the position that the evaluator is a trained professional who is capable of making these evaluation decisions. Every certified staff member will be fully trained in the formation and implementation of each of the evaluation systems used in our district.
10. Our district will not use third party evaluators.
11. For each certified staff member, a primary evaluator will be designated. Other administrators or trained certified staff members may be given authority to give input, where applicable, to the primary evaluator, who will have the final determination in developing the ratings for each certified staff member.
12. All principal evaluations and central office administrators (if certified) will be evaluated by the current superintendent. All assistant principals, deans, athletic directors, guidance counselors, media specialists, and other administrators under the supervision of the principal will all be evaluated by the principal or his/her designee trained to perform a summative evaluation to determine the final summative rating in one of the four categories.
13. The superintendent will first be evaluated by each board member separately. Then a composite average score will be determined for a final summative rating in one of the four categories.

14. All evaluation models may be tweaked and changed as necessity dictates at any time necessary to make the process more fair and equitable to all concerned.
15. South Central Community Schools also uses sound research to make final determinations about what will drive or be included in any performance evaluation and/or objective data used to fuel the evaluation. With that as a given, the research is clear that all standardized tests are forms of intelligent quotient tests and thus do not reflect instructional effectiveness nor are they instructionally sensitive. However, the state is requiring their use to determine an effective rating for certified staff despite this research and disclaimers from standardized testing companies (i.e., McGraw Hill and North West Education Association). Therefore, our district will minimize the effect of these types of tests on certified staff evaluations while still following the letter and intent of all state statutes.
16. In cases of any long-term leave, absence or otherwise of a certified staff member that makes determining an accurate summative evaluation possible, South Central Community Schools adopts the following guidelines. A certified staff member must have worked at least 120 days out of 180 (taking into consideration all leave from actual duty) to qualify for any incentive/merit pay and therefore cannot receive a final summative evaluation that rates that particular certified staff member. If the certified staff member and the evaluator believe a fair final summative evaluation can take place, then this provision can be waived by the evaluator in writing to the certified staff member. For the certified staff member who does not remain on active duty for at least 120 or more days, his/her teaching status will be evaluated for job performance regardless of time on actual duty, but any final summative evaluation will not be completed and thus no rating will be given for that year. This is not to suggest that a teacher could not be retained or terminated for good and just cause as allowed in state statutes or for other reasons outlined in statute, but the summative evaluation cannot be used in making employment determination due to the lack of actual active duty work.
17. In cases of team teaching or shared students, the evaluator and certified staff member will reach consensus on what is deemed fair and equitable regarding to whom a particular student is assigned in terms of accountability. If no agreement can be reached, the evaluator will make the final determination and put into writing his/her justification and the certified staff member's rebuttal, if necessary.
18. Any and all grievances or disagreements with regards to any aspect of this document and/or any part of the summative evaluation will be remedied by the superintendent as the final arbiter, or the school board whenever the dispute is between the superintendent and school board.
19. There is an implied assumption that all performance evaluations have an element of professional subjectivity. However, every attempt will be given to the certified staff member to provide evidence to support a given position that may or may not agree with a determination by his/her evaluator.
20. Negative Impact: For all ISTEP+ (grades 4 to 8) teachers, South Central Community Schools establishes that any teacher's summative evaluation that is rated in the bottom category (Ineffective) is considered to have had a negative impact on student learning based on the Indiana Department of Education's definition of Negative Impact.

21. The assumption exists that school board members who are evaluating a superintendent will only evaluate his position and no other certified position largely because they are not and cannot be trained sufficiently to carry out this important duty.
22. Any new certified staff member in his or her first year at South Central Community School Corporation will not be held responsible for data/growth that is not reflective of his or her service.

DEFINITION OF TERMS

ADMINISTRATOR:

Any certified administrator employed by South Central Community Schools.

EVALUATOR:

1. Any certified administrator employed by South Central Community Schools who has been trained in evaluating skills and is responsible for supervising other administrative personnel.
2. The school board, when acting solely as a five member unit in their legal capacity in the evaluation process of the superintendent. Individual school board members have no authority or responsibility in the evaluation process of any school employee.

Note: As per Indiana Code, all evaluators must be appropriately trained in school personnel evaluative techniques and skills.

LOCALLY IDENTIFIED ASSESSMENT:

An end of course or end of grade level assessment which meets all relevant and applicable Indiana Academic Standards and that is approved by the school administration because the administration believes the specified assessment serves as a reliable, valid, and rigorous measure of student achievement and progress for a specified course or grade level.

OBSERVATION:

A brief visit to an administrator's place of employment by an evaluator multiple times throughout the school year for the purpose of collecting data to be used for the administrator's final summative evaluation and/or for future instructional improvement activities to be determined by the evaluator.

POST CONFERENCE OBSERVATION MEETING:

A meeting between the administrator and evaluator may be held after any observational and/or evaluative activity or event.

PROFESSIONAL PRACTICE EVIDENCE:

Data collected by the evaluator and/or data submitted by the individual administrator that provides objective evidence to support the final summative evaluation rating. Evidence must directly correlate to the performance evaluation components, as outlined in this evaluation document.

SUMMATIVE/PERFORMANCE EVALUATION:

An official, summative evaluation in which instructional skills, leadership, professionalism and student achievement data are collected, analyzed, and a determination is made regarding the individual administrator's evaluation rating and/or placement. The summative evaluation shall occur at least on an annual basis.

STUDENT ACHIEVEMENT DATA (Formal and Informal):

Student academic performance information that consists of the results of multiple student academic assessments and/or activities. Following are some potential assessments and/or activities that may be used as student achievement data: The school's rank/grade as per the state grading system for individual schools (A-F), State Growth Model information, ISTEP+, End of Course Assessments, NWEA, local corporation identified assessments, teacher constructed assessments, student projects and/or assignments, observations, and any other academic assessment or activity determined to be appropriate by the evaluator.

ADMINISTRATOR EVALUATION REQUIREMENTS AND PROCESSES

1. All administrators will be evaluated in summative form at least one time annually by the superintendent of schools. Additional self summative evaluations shall be determined at the discretion of the employer/administrator. An administrator shall be evaluated by measuring his/her professional performance with regard to and in comparison with the criteria and components described and set out in this evaluation document. Administrators shall be rated in one of four categories with regard to their summative evaluation. The four categories are "highly effective," "effective," "improvement necessary" and "ineffective." A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the administrator no later than seven (7) business days after the evaluation is conducted.
2. Multiple observational and/or evaluative activities or events of various lengths of time may be used as one basis to collect data to inform the summative evaluation for each administrator. Evaluator ratings for all components of the summative evaluation for each administrator shall be based upon overall performance outcomes and sufficient objective evidence, data, and/or documentation, free from bias or subjective opinion, versus preferred methodology and/or processes. The annual summative evaluation must be completed by the last administrator contractual day of the school year unless necessary student achievement data from the state has not been supplied by the last administrator contractual day of the school year. In that case, the evaluation may be completed as soon as the evaluator has the data in question and can reasonably schedule a meeting with the administrator(s) still needing finalized summative evaluations. In the event of administrator termination, cancelation of contract and/or reduction in force, the evaluator and/or the Superintendent may implement the statutory process necessary even without state assessment data. In these cases, all other necessary and relevant data may be used in the termination, cancelation of contract and/or reduction in force process.
3. Student achievement data will be compiled and analyzed by the evaluators to inform the summative evaluation for each administrator.
4. Upon completion of any observational and/or evaluative activity or event, the evaluator may provide activities for performance improvement and/or professional development, which will be implemented by the administrator in question.
5. Any administrator receiving an "ineffective" or "improvement necessary" rating on any summative evaluation shall be placed on a performance improvement plan (remediation plan) by his/her evaluator. Specific professional performance goals, objectives, and/or professional development

activities, with time frame expectations included (not longer than 90 ninety school days in length), will be developed by the evaluator to correct the deficiencies noted in the evaluation of the administrator in question. The performance improvement/remediation plan must require the use of the administrator's license renewal credits in professional development activities intended to help the administrator achieve an effective rating on the next performance evaluation. If the superintendent did not conduct the performance evaluation, the superintendent may direct the use of the administrator's license renewal credits. The administrator will comply with and fully implement all recommendations and/or directives for performance improvement and/or professional development.

6. An administrator who receives a rating of “ineffective” may file a request for a private conference with the superintendent or the superintendent's designee no later than five (5) days after receiving notice that the administrator received a rating of “ineffective.” The administrator is entitled to a private conference with the superintendent or superintendent's designee.
7. Any administrator who is determined to have negatively impacted student achievement and growth cannot receive a rating of “highly effective” or “effective.”

TEACHER (ADMINISTRATOR) PLACEMENT CATEGORIES

1. Probationary: Teachers/Administrators newly hired by South Central Community Schools on or after **January 1, 2014**.
2. Established: Teachers/Administrators hired by South Central Community Schools before **July 1, 2013**.
3. Professional: Any “Probationary” administrator rated on their summative evaluation as “effective” or “highly effective” in three of five years. (Note: This category placement cannot occur prior to the 2015-2016 school year.)

A “Professional” teacher/administrator, per the category listed above, reverts to “Probationary” status if the administrator receives one “ineffective” summative evaluation. An “Established” administrator may be dismissed for incompetence upon receiving two consecutive “ineffective” summative evaluation ratings or if three out of five summative evaluation ratings are in the bottom two categories of performance (“improvement necessary” and/or “ineffective”).

The superintendent may decline to continue a probationary administrator’s contract if the probationary administrator:

1. Receives an “ineffective” rating on a summative evaluation.
2. Receives two consecutive “improvement necessary” ratings on a summative evaluation.
3. Receives any combination of “improvement necessary” or “ineffective” ratings within five years.

SUPERINTENDENT EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR SUPERINTENDENT

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process to enable them to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Rating Scale Terms and Definitions

Highly Effective: Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Score 4

Effective: Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Score 3

Improvement Necessary: Performance typically exhibits strengths that impact students, staff, and the school climate. Score 2

Ineffective: Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Score 1 or 0

Part A: Evaluation Performance

100 Points of Total Subjective Scoring of Evaluator.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Point Value= 1</i>	<i>Point Value= 2</i>	<i>Point Value= 3</i>	<i>Point Value= 4</i>

1. **Leadership:** Value-driven, professional, continuous learning. Rating =
2. **Leadership:** Willing to confront the brutal facts. Rating =
3. **Leadership:** Communication skills. Rating =
4. **Instructional Leadership:** Professional Learning Communities. Rating =
5. **Instructional Leadership:** Curriculum and development. Rating =
6. **Instructional Leadership:** Focused evaluations. Rating =
7. **Forging the Path:** Personal discipline and diligence. Rating =
8. **Forging the Path:** Strategic vision and mission. Rating =
9. **Forging the Path:** Community relations. Rating =
10. **Ensuring Execution:** Long-term results. Rating =
11. **Ensuring Execution:** Shared management. Rating =
12. **Team Leadership:** Engaged, focused, and loyal team member. Rating =
13. **Working Towards Board Goals:** Displays evidence. Rating =
14. **School Board Notes:** Provides valid and timely information. Rating =
15. **Student Focus:** Every decision made is for benefit of students. Rating =
16. **Collaboration:** Leads in order to empower all involved. Rating =
17. **Job Description:** Duties of job description done in timely manner. Rating =
18. **School Law:** Works within Indiana Code & new laws. Rating =
19. **Budget:** Helps in development of budget and works in frame of budget. Rating =
20. **Goals:** Displays evidence of working towards professional goals. Rating =
21. **Policy & Governance:** Superintendent works with the School Board. Rating =
22. **Policy & Governance:** Superintendent keeps the Board informed. Rating =
23. **Policy & Governance:** Superintendent uses legal counsel as needed. Rating =
24. **Community Relations:** Keeps community informed. Rating =
25. **Administrative Team:** Provides sustainable leadership Rating =

Total Points will give a quantitative number for average of performance based on the above scale of summative evaluation.

Total Superintendent Points: _____

Rating Score: _____

Part A: Evaluation Performance --50 percent

Part B: School Performance Data Scoring--20 percent

40 Points of Total Summative Scoring of Performance.

<i>Grade F</i>	<i>Grade D</i>	<i>Grade C</i>	<i>Grade B</i>	<i>Grade A</i>
<i>0 Points</i>	<i>10 Points</i>	<i>20 Points</i>	<i>30 Points</i>	<i>40 Points</i>

Part C: Evaluation Performance Data Scoring-- 20 percent

40 Points of Total Summative Scoring of Performance.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>

Total percentage of certified teachers and/or other certified staff on this principal's evaluation schedule who are rated in the top two rating categories. Numerator = actual number; Denominator = total possible. This is then multiplied by .50 for final score on this section (Part C)

Part D: Displays a focus of the Vision and Mission of the District Scoring-- 10 Percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
Points 0 - 8	Points 9 - 12	Points 13 - 16	Points 17 - 20

Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Points 40 - 79</i>	<i>Point 80 - 119</i>	<i>Points 120-159</i>	<i>Point 160-200</i>

Part A: **Evaluation Performance Score:** Superintendent's Score: _____
Possible 100 Points
(Weight 50 Percent)
(Example: Principal earns 89 points on Part A- subjective rubric)

Part B: **School Performance Score:** Data Score: _____
Possible 40 Points
(Weight 20 Percent)
(Example: School earns a D letter grade = 10 points)

Part C: **Evaluation Performance Score:** Data Score: _____
Possible 40 Points
(Weight 20 Percent)
*(Example: Principal evaluates 23 out of 25 certified staff in the top two categories=
 $23/25=0.87 \times 40= 37$)*

Part D: **Professional Performance Score:** Data Score: _____
Possible 20 Points
(Weight 10 Percent)
(Example: Principal earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 10 + Part C: 36 + Part D: 20=154 total points)

Documentation and Signatures

School Year _____

Date of Post-Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Administrator's Signature _____

(Administrator's signature does not automatically indicate agreement.)

Administrator Professional Growth/Improvement Plan

Name: _____

Date: _____

School Year: _____

Improvement Plan Goal(s): (Must be specific and measurable to area(s) from evaluation form):

Strategies for completing goal(s):

Target Date for Completion/Review: _____

Administrator's Signature: _____

Date of Post-Conference Evaluation Meeting _____

I acknowledge that I have reviewed and discussed this evaluation.

Signed: _____ Date: _____

Superintendent (Superintendent's signature does not automatically indicate agreement.)

Signed: _____ Date: _____

Board Member

Signed: _____ Date: _____

Board Member

Signed: _____ Date: _____

Board Member

Signed: _____ Date: _____

Board Member

Signed: _____ Date: _____

Board Member

PRINCIPAL EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR PRINCIPAL

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Rating Scale Terms and Definitions

Highly Effective: Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Score 4

Effective: Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Score 3

Improvement Necessary: Performance typically exhibits strengths that impact students, staff, and the school climate. Score 2

Ineffective: Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Score 1 or 0

Part A: Evaluation Performance

100 Points of Total Subjective Scoring of Evaluator.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Point Value= 1</i>	<i>Point Value= 2</i>	<i>Point Value= 3</i>	<i>Point Value= 4</i>

- | | |
|---|----------|
| 1. <u>Leadership:</u> Value-driven, professional, continuous learning. | Rating = |
| 2. <u>Leadership:</u> Willing to confront the brutal facts. | Rating = |
| 3. <u>Leadership:</u> Communication skills. | Rating = |
| 4. <u>Instructional Leadership:</u> Professional Learning Communities. | Rating = |
| 5. <u>Instructional Leadership:</u> Curriculum and development. | Rating = |
| 6. <u>Instructional Leadership:</u> Focused evaluations. | Rating = |
| 7. <u>Forging the Path:</u> Personal discipline and diligence. | Rating = |
| 8. <u>Forging the Path:</u> Strategic vision and mission. | Rating = |
| 9. <u>Forging the Path:</u> Community relations. | Rating = |
| 10. <u>Ensuring Execution:</u> Long-term results. | Rating = |
| 11. <u>Ensuring Execution:</u> Shared management. | Rating = |
| 12. <u>Team Leadership:</u> Engaged, focused, and loyal team member. | Rating = |
| 13. <u>Working Towards Board Goals:</u> Displays evidence. | Rating = |
| 14. <u>School Board Notes:</u> Provides valid and timely information. | Rating = |
| 15. <u>Student Focus:</u> Every decision made is for benefit of students. | Rating = |
| 16. <u>Collaboration:</u> Leads to empower all involved. | Rating = |
| 17. <u>Job Description:</u> Duties of job description done in timely manner. | Rating = |
| 18. <u>School Law:</u> Works within Indiana Code & new laws. | Rating = |
| 19. <u>Budget:</u> Works within the budget given. | Rating = |
| 20. <u>Goals:</u> Displays evidence of working towards Professional Goals. | Rating = |
| 21. <u>Policy & Governance:</u> Principal works with the School Board. | Rating = |
| 22. <u>Policy & Governance:</u> Principal keeps the board informed. | Rating = |
| 23. <u>Policy & Governance:</u> Principal uses legal counsel as needed. | Rating = |
| 24. <u>Community Relations:</u> Keeps community informed. | Rating = |
| 25. <u>Administrative Team:</u> Provides sustainable leadership | Rating = |

Total Points will give you a quantitative number for performance based on the above scale of summative evaluation.

Total Principal Points: _____

Rating Score : _____

Part A: Evaluation Performance--50 percent

Part B: School Performance - Data Scoring--20 percent

40 Points of Total Summative Scoring of Performance for School.
(Corporation grade is an average of the Elementary/Jr. High and High School grades)

<i>Grade F</i>	<i>Grade D</i>	<i>Grade C</i>	<i>Grade B</i>	<i>Grade A</i>
<i>0 Points</i>	<i>10 Points</i>	<i>20 Points</i>	<i>30 Points</i>	<i>40 Points</i>

Part C: Evaluation Performance -Data Scoring --20 Percent

40 Points of Total Summative Scoring of Performance.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>

Total percentage of certified teachers and/or other certified staff on this principal's evaluation schedule who are rated in the top two rating categories. Numerator = actual number; Denominator = total possible. This is then multiplied by .50 for final score on this section (Part C)

Part D: Displays a focus of the Vision and Mission of the District –Scoring-- 10 Percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
Points 0 - 8	Points 9 - 12	Points 13 - 16	Points 17 - 20

Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Points 40 - 79</i>	<i>Point 80 - 119</i>	<i>Points 120-159</i>	<i>Point 160-200</i>

Part A: **Evaluation Performance Score:** Principal's Score: _____
Possible 100 Points
(Weight 50 Percent)
(Example: Principal earns 89 points on Part A- subjective rubric)

Part B: **School Performance Score:** Data Score: _____
Possible 40 Points
(Weight 20 Percent)
(Example: School earns a D letter grade = 10 points)

Part C: **Evaluation Performance Score:** Data Score: _____
Possible 40 Points
(Weight 20 Percent)
*(Example: Principal evaluate 23 out of 25 certified staff in the top two categories=
 $23/25=0.87 \times 40= 37$)*

Part D: **Professional Performance Score:** Data Score: _____
Possible 20 Points
(Weight 10 Percent)
(Example: Principal earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 10 + Part C: 36 + Part D: 20=154 total points)

Documentation and Signatures

School Year _____

Date of Post-Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Administrator's Signature _____

(Administrator's signature does not automatically indicate agreement.)

Principal's Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form.):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

ELEMENTARY COUNSELOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR COUNSELOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Rating Scale Terms and Definitions

Highly Effective: Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Score 4

Effective: Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Score 3

Improvement Necessary: Performance typically exhibits strengths that impact students, staff, and the school climate. Score 2

Ineffective: Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Score 1 or 0

Part A: Evaluation Performance
100 Points of Total Subjective Scoring of Evaluator.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Point Value= 1</i>	<i>Point Value= 2</i>	<i>Point Value= 3</i>	<i>Point Value= 4</i>

1. **Planning:** Plans, organizes and delivers the school counseling program Rating =
2. **Planning:** Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured classroom/individual sessions for all students. Rating =
3. **Planning:** Guides individuals and groups of students and their parents or guardians through the development of educational and career plans. Rating =
4. **Counseling:** Provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills. Rating =
5. **Counseling:** Supports and guides students to explore career interests and possibilities. Rating =
6. **Communication:** Discusses the counseling department management system and the program action plans with the school administrator. Rating =
7. **Communication:** Develops and distributes a quarterly newsletter. Rating =
8. **Academic Achievement:** Support all students in developmentally-appropriate academic preparation essential for a wide variety of post-secondary options. Rating =
9. **Data:** Collects and analyzes data to support student learning and growth. Rating =
10. **Data:** Monitors the students on a regular basis as they progress in school. Rating =
11. **Time Management:** Uses time and calendars to implement an efficient program. Rating =
12. **Organization:** Evidences personal organization. Rating =
13. **Transition:** Transitions students from sixth to seventh grade/eighth to ninth grade Rating =
14. **Advocating:** Serves as a student advocate, leader, collaborator and a systems change agent. Rating =
15. **Assessment:** Coordinates individual and group testing programs. Rating =
16. **Assessment:** Provides data to support the development of PL221 plan. Rating =
17. **Out Reach :** Utilizes community agencies and professional organizations. Rating =
18. **Job Description:** Duties of job description done timely manner. Rating =
19. **School Law:** Works within Indiana Code, laws & confidentiality guidelines. Rating =
20. **Student Interaction:** Interacts effectively with students. Rating =
21. **Goals:** Establishes professional goals and pursues opportunities to grow professionally Rating =
22. **Technology:** Uses technology effectively. Rating =
23. **Policy & Governance:** Counselor keeps the Principal informed. Rating =
24. **Policy & Governance:** Supports school regulations, programs and policies. Rating =
25. **Leadership:** Assumes responsibilities outside the guidance area as they relate to school. Rating =

Total Points will give you a quantitative number for average of performance based on the above scale of summative evaluation.

Total Counselor Points: _____
Rating Score: _____

Part A: Evaluation Performance-- 50 percent

100 Points of Total Summative Scoring of Performance.

Part B: Evaluation Performance – Data Scoring--30 percent

60 Points of Total Summative Scoring of Performance.

ISTEP+ Test will be appropriately administered by teachers to 100% of students who are required to take the test.

(Actual % multiplied by .60 = points for Part B Scoring)

Part C: School Performance - Data Scoring --10 percent

20 Points of Total Summative Scoring of Performance.

<i>Grade F</i>	<i>Grade D</i>	<i>Grade C</i>	<i>Grade B</i>	<i>Grade A</i>
<i>0 Points</i>	<i>5 Points</i>	<i>10 Points</i>	<i>15 Points</i>	<i>20 Points</i>

Part D: Career & Citizenship Development- Scoring--10 Percent

20 Points of Total Summative Scoring of Performance.

- A: Percentage of sixth grade students completing a career interest inventory and a Sixth Grade Graduation Plan. (Actual % multiplied by .1 = points for Part D Scoring)
- B. Percentage of fifth and sixth grade students participating in and graduating from an anti-bullying program designed by counselor, following the National Standards for Bullying. (Actual % multiplied by .1 = points for Part D Scoring)
 - Total Part D score is sum of Part D: A+B

Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> <i>Points 40 - 79</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i> <i>Point 80 - 119</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> <i>Points 120-159</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> <i>Point 160-200</i>

Part A: Evaluation Performance Score: Counselor's Score: _____

Possible 100 Points (Weight 50 Percent)
(Example: Teacher earns 89 points on Part A- subjective rubric)

Part B: Student Performance Score: Data Score: _____

Possible 60 Points (Weight 30 Percent)
(Example: ISTEP+ participation rate 98% x .60= 59)

Part C: School Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: School earns C = 10 points)

Part D: Career & Citizenship Development Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: Counselor earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 59 + Part C: 10+ Part D: 20=178 total points)

Documentation and Signatures

School Year _____

Date of Post-Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Counselor's Signature _____

(Administrator's signature does not automatically indicate agreement.)

Elementary Guidance Counselor Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form.):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

SECONDARY GUIDANCE COUNSELOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR COUNSELOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Rating Scale Terms and Definitions

Highly Effective: Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Score 4

Effective: Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Score 3

Improvement Necessary: Performance typically exhibits strengths that impact students, staff, and the school climate. Score 2

Ineffective: Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Score 1 or 0

Part A: Evaluation Performance
100 Points of Total Subjective Scoring of Evaluator.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Point Value= 1</i>	<i>Point Value= 2</i>	<i>Point Value= 3</i>	<i>Point Value= 4</i>

1. **Planning:** Plans, organizes and delivers the school counseling program Rating =
2. **Planning:** Implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured classroom/individual sessions for all students. Rating =
3. **Planning:** Guides individuals and groups of students and their parents or guardians through the development of educational and career plans. Rating =
4. **Counseling:** Provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills. Rating =
5. **Counseling:** Supports and guides students to submit post-secondary education applications and scholarships. Rating =
6. **Communication:** Discusses the counseling department management system and the program action plans with the school administrator. Rating =
7. **Communication:** Develops and distributes a quarterly newsletter. Rating =
8. **Master Schedule:** Develops student master schedule in a timely manner Rating =
9. **Data:** Collects and analyzes data to support student learning and growth. Rating =
10. **Data:** Monitors the students on a regular basis as they progress in school. Rating =
11. **Time Management:** Uses time and calendars to implement an efficient program. Rating =
12. **Organization:** Evidences personal organization. Rating =
13. **Transition:** Transitions students from sixth to seventh grade/eighth to ninth grade Rating =
14. **Advocating:** Serves as a student advocate, leader, collaborator and a systems change agent. Rating =
15. **Assessment:** Coordinates individual and group testing programs. Rating =
16. **Assessment:** Provides data to support the development of PL221 plan. Rating =
17. **Out Reach :** Utilizes community agencies and professional organizations. Rating =
18. **Job Description:** Duties of job description done timely manner. Rating =
19. **School Law:** Works within Indiana Code, laws & confidentiality guidelines. Rating =
20. **Student Interaction:** Interacts effectively with students. Rating =
21. **Goals:** Establishes professional goals and pursues opportunities to grow professionally Rating =
22. **Technology:** Uses technology effectively. Rating =
23. **Policy & Governance:** Counselor keeps the Principal informed. Rating =
24. **Policy & Governance:** Supports school regulations, programs and policies. Rating =
25. **Leadership:** Assumes responsibilities outside the guidance area as they relate to school. Rating =

Total Points will give you a quantitative number for average of performance based on the above scale of summative evaluation.

Total Counselor Points: _____

Rating Score (Total Points divided by 25): _____

Part A: Evaluation Performance--50 percent

100 Points of Total Summative Scoring of Performance.

Part B: Evaluation Performance – Data Scoring--30 percent

60 Points of Total Summative Scoring of Performance.

End of Course Assessment (ECA) Tests will be appropriately administered by teachers to 100% of students who are required to take the test.

(Actual % multiplied by .60 = points for Part B Scoring)

Part C: School Performance - DATA Scoring (10) Percent

20 Points of Total Summative Scoring of Performance.

Grade F	Grade D	Grade C	Grade B	Grade A
0 Points	5 Points	10 Points	15 Points	20 Points

Part D: College & Career Readiness - Scoring (10) Percent

20 Points of Total Summative Scoring of Performance.

A. Percentage of students completing a post-secondary plan (Actual % multiplied by .05 = points for Part D Scoring)

B. Percentage of eleventh grade students completing a career interest inventory (Actual % multiplied by .05 = points for Part D Scoring)

C. Percentage of students achieving an Honor's Diploma

40% and above	40%-35%	34%-30%	29%-25%	24% and below
5 points	4 points	3 points	2 points	1 point

D. Percentage of students enrolled in at least one concurrent/dual credit or advanced placement course

35% and above	34%-30%	29%-25%	24%-20%	19% and below
5 points	4 points	3 points	2 points	1 point

- Total Part D score is sum of Part D: A+B+C+D

Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> <i>Points 40 - 79</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i> <i>Point 80 - 119</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> <i>Points 120-159</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> <i>Point 160-200</i>

Part A: Evaluation Performance Score: Counselor's Score: _____

Possible 100 Points (Weight 50 Percent)
(Example: Teacher earns 89 points on Part A- subjective rubric)

Part B: Student Performance Score: Data Score: _____

Possible 60 Points (Weight 30 Percent)
(Example: ECA participation rate 98% x .60= 59)

Part C: School Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: School earns C = 10 points)

Part D: College & Career Readiness Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: Counselor earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 59 + Part C: 10+ Part D: 20=178 total points)

Documentation and Signatures

School Year _____

Date of Post-Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Counselor's Signature _____

(Administrator's signature does not automatically indicate agreement.)

Jr./Sr. High School Guidance Counselor Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form.):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

ATHLETIC DIRECTOR EVALUATION COMPONENTS AND FORMS

PART A: EVALUATION FORM FOR ATHLETIC DIRECTOR

Name: _____

Evaluation Year: _____

School Assignment/Position: _____

Total Years of Administrative/Teaching Experience: _____

Evaluation of the effectiveness of being an administrator is basic to improved instruction and professional growth. The criteria listed in each category of performance will assist both administrators and evaluators in the evaluation process and in order to draw conclusions regarding the overall effectiveness of administrators. Administrators will be rated as highly effective, effective, improvement necessary, or ineffective based on the evaluation criteria and student growth data.

Rating Scale Terms and Definitions

Highly Effective: Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Score 4

Effective: Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Score 3

Improvement Necessary: Performance typically exhibits strengths that impact students, staff, and the school climate. Score 2

Ineffective: Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Score 1 or 0

Part A: Evaluation Performance

100 Points of Total Subjective Scoring of Evaluator.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Point Value= 1</i>	<i>Point Value= 2</i>	<i>Point Value= 3</i>	<i>Point Value= 4</i>

- | | |
|--|----------|
| 1. <u>Leadership:</u> Value-Driven, professional, continuous learning | Rating = |
| 2. <u>Leadership:</u> Willing to confront the brutal facts | Rating = |
| 3. <u>Leadership:</u> Communication skills | Rating = |
| 4. <u>Professional Leadership:</u> Professional state-level leadership | Rating = |
| 5. <u>Instructional Leadership:</u> Mentorship and development of staff | Rating = |
| 6. <u>Instructional Leadership:</u> Focused evaluations | Rating = |
| 7. <u>Forging the Path:</u> Personal discipline and diligence | Rating = |
| 8. <u>Forging the Path:</u> Strategic vision and mission | Rating = |
| 9. <u>Forging the Path:</u> Staff/community relations | Rating = |
| 10. <u>Ensuring Execution:</u> Long-term results | Rating = |
| 11. <u>Ensuring Execution:</u> Disciplined delegation of management | Rating = |
| 12. <u>Team Leadership:</u> Engaged, focused, and loyal team member | Rating = |
| 13. <u>Working Towards Departmental Goals:</u> Displays evidence | Rating = |
| 14. <u>School Board Notes:</u> Provides valid and timely information. | Rating = |
| 15. <u>Student-Athlete Focus:</u> Every decision made is for benefit of students | Rating = |
| 16. <u>Collaboration:</u> Leads to empower all involved | Rating = |
| 17. <u>Job Description:</u> Duties of job description done in timely manner | Rating = |
| 18. <u>School Law:</u> Works within Indiana Code, new laws, & IHSAA guidelines | Rating = |
| 19. <u>Budget:</u> Creates and manages an appropriate budget | Rating = |
| 20. <u>Professional Goals:</u> Displays evidence of working towards <u>Professional Goals</u> | Rating = |
| 21. <u>Policy & Governance:</u> Athletic Director works with the School Board | Rating = |
| 22. <u>Policy & Governance:</u> Athletic Director keeps the board informed | Rating = |
| 23. <u>Policy & Governance:</u> Athletic Director uses legal counsel as needed | Rating = |
| 24. <u>Community Relations:</u> Keeps community informed | Rating = |
| 25. <u>Administrative Team:</u> Provides sustainable leadership | Rating = |

Total Points will give you a quantitative number for average of performance based on the above scale of summative evaluation.

Total Athletic Director Points: _____

Part A: Evaluation Performance --50 percent

Part B: Evaluation Performance- Attendance and Student-Athlete Achievement--30 Percent

60 Points of Total Summative Scoring of Performance

A: Attendance- 30 Points (15 Percent)

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>84% or below Attendance Rate</i>	<i>85-91% Attendance Rate</i>	<i>90-95% Attendance Rate</i>	<i>96%+ Attendance Rate</i>
Points 0 - 7	Points 7 - 14	Points 15-21	Points 22-30

B: Student-Athlete Achievement- 30 Points (15 Percent)

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>74% or below Eligibility Rate per SCCSC and IHSAA Requirements</i>	<i>75-83% Eligibility Rate per SCCSC and IHSAA Requirements</i>	<i>84-91% Eligibility Rate per SCCSC and IHSAA Requirements</i>	<i>92-100% Eligibility Rate per SCCSC and IHSAA Requirements</i>
Points 0 - 7	Points 7-14	Points 15-21	Points 22-30

Total Part B score is sum of Part B: A+B

Part C: School Performance - Data Scoring-- 10 Percent

20 Points of Total Summative Scoring of Performance.

<i>Grade F</i>	<i>Grade D</i>	<i>Grade C</i>	<i>Grade B</i>	<i>Grade A</i>
<i>0 Points</i>	<i>5 Points</i>	<i>10 Points</i>	<i>15 Points</i>	<i>20 Points</i>

Part D: Displays a focus of the Vision and Mission of the District – Scoring-- 10 Percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
Points 0 - 8	Points 9 - 12	Points 13 - 16	Points 17 - 20

Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> Points 40 - 79	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i> Point 80 - 119	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> Points 120-159	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> Point 160-200

Part A: Evaluation Performance Score: Athletic Director Score: _____

Possible 100 Points (Weight 50 Percent)
(Example: AD earns 89 points on Part A- subjective rubric)

Part B: Attendance and Student-Athlete Achievement Score: Data Score: _____

Possible 60 Points (Weight 30 Percent)
(Example: AD earns C = 58 points)

Part C: School Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: School earns C = 10 points)

Part D: Professional Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: AD earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 58 + Part C: 10+ Part D: 20=177 total points)

Documentation and Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Athletic Director's Signature _____

(Administrator's signature does not automatically indicate agreement.)

Athletic Director Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal/s: (Must be specific and measurable to area(s) from evaluation form.):

Strategies for completing goal/s:

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

TECHNOLOGY DIRECTOR EVALUATION COMPONENTS AND FORMS

Director of Technology

100 Points Total Subjective Scoring of Evaluator.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Point Value= 1</i>	<i>Point Value= 2</i>	<i>Point Value= 3</i>	<i>Point Value= 4</i>

1. **Leadership:** Value-driven, professional, continuous learning Rating =
2. **Leadership:** Willing to confront the brutal facts Rating =
3. **Leadership:** Communication skills Rating =
4. **Instructional Leadership:** Professional staff development Rating =
5. **Department Leadership:** Focused evaluations Rating =
6. **Forging the Path:** Personal discipline and diligence Rating =
7. **Forging the Path:** Strategic vision and mission Rating =
8. **Forging the Path:** Staff & student relations Rating =
9. **Ensuring Execution:** Long-term Results Rating =
10. **Ensuring Execution:** Shared management Rating =
11. **Team Leadership:** Engaged, focused, and loyal team member Rating =
12. **Working Towards Board Goals:** Displays evidence Rating =
13. **School Board Notes:** Provides valid and timely information Rating =
14. **Student Focus:** Every decision made is for benefit of students Rating =
15. **Collaboration:** Leads to empower all involved Rating =
16. **Job Description:** Duties of job description done in timely manner Rating =
17. **School Law:** Works within Indiana Code & new laws Rating =
18. **Budget:** Works within the budget given Rating =
19. **Goals:** Displays evidence of working towards Professional Goals Rating =
20. **Policy & Governance:** Dir. of Technology works with staff & administrators Rating =
21. **Policy & Governance:** Dir. of Technology keeps the students, staff, administration & Board Informed Rating =
22. **Policy & Governance:** Uses legal counsel as needed Rating =
23. **Professional Development:** Keeps abreast of current technology Rating =
24. **Technology Team:** Provides sustainable leadership Rating =

Total Points will give you a quantitative number for average of performance based on the above scale of summative evaluation.

Total Director of Technology Points: _____

Part A: Evaluation Performance--50 percent

Part B: Evaluation Performance--30 percent

<i>Ineffective</i> <i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> <i>Point Value= 1</i>	<i>Improvement Necessary</i> <i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i> <i>Point Value= 2</i>	<i>Effective</i> <i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> <i>Point Value= 3</i>	<i>Highly Effective</i> <i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> <i>Point Value= 4</i>
--	---	--	---

- | | |
|--|----------|
| 1. Provides for network administration of all servers, infrastructure, software and security | Rating = |
| 2. New software and technologies are implemented | Rating = |
| 3. Technology repairs are completed in a timely fashion | Rating= |
| 4. Provides training opportunities for staff | Rating= |
| 5. Technology integrated into curriculum to improve student learning | Rating= |
| 6. Manages the department's resources to increase the use and integration of technology as it aligns with SCCSC's goals and strategies | Rating= |
| 7. Evaluates new forms of voice, video, and data communications systems to improve student learning and/or operations | Rating= |
| 8. Administration of the corporation technology budget | Rating= |
| 9. Oversee the development and implementation of the corporation's three year technology plan | Rating= |
| 10. Represent the district at area or state meetings which focus on technology and education. | Rating= |

Total Points: _____ out of 40
Totals Points X 1.5 = _____
Rating Score: (Points times 1.5): _____/60 points

Part C: School Performance - Data Scoring --10 percent

20 Points of Total Summative Scoring of Performance.

<i>Grade F</i>	<i>Grade D</i>	<i>Grade C</i>	<i>Grade B</i>	<i>Grade A</i>
<i>0 Points</i>	<i>5 Points</i>	<i>10 Points</i>	<i>15 Points</i>	<i>20 Points</i>

Part D: Displays a focus of the Vision and Mission of the District - Scoring --10 percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective</i> <i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> Points 0 - 8	<i>Improvement Necessary</i> <i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i> Points 9 - 12	<i>Effective</i> <i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> Points 13 - 16	<i>Highly Effective</i> <i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> Points 17 - 20
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Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> <i>Points 40 - 79</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i> <i>Point 80 - 119</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> <i>Points 120-159</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> <i>Point 160-200</i>

Part A: Subjective Performance Score: Performance Score: _____

Possible 100 Points (Weight 50 Percent)

(Example: Director of Technology earns 89 points on Part A- subjective rubric)

Part B: Evaluation Performance Score: Data Score: _____

Possible 60 Points (Weight 30 Percent)

(Example: Director of Technology earns 44 points)

Part C: School Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)

(Example: School earns C = 10 points)

Part D: Professional Performance Score: Data Score: _____

Possible 20 Points (Weight 20 Percent)

(Example: Director of Technology earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 44 + Part C: 10+ Part D: 20=163 total points)

Documentation and Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Director of Technology's Signature _____
(This signature does not automatically indicate agreement.)

Technology Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

MEDIA SPECIALIST EVALUATION COMPONENTS AND FORMS

Part A: Evaluation Performance

100 Points of Total Subjective Scoring of Evaluator.

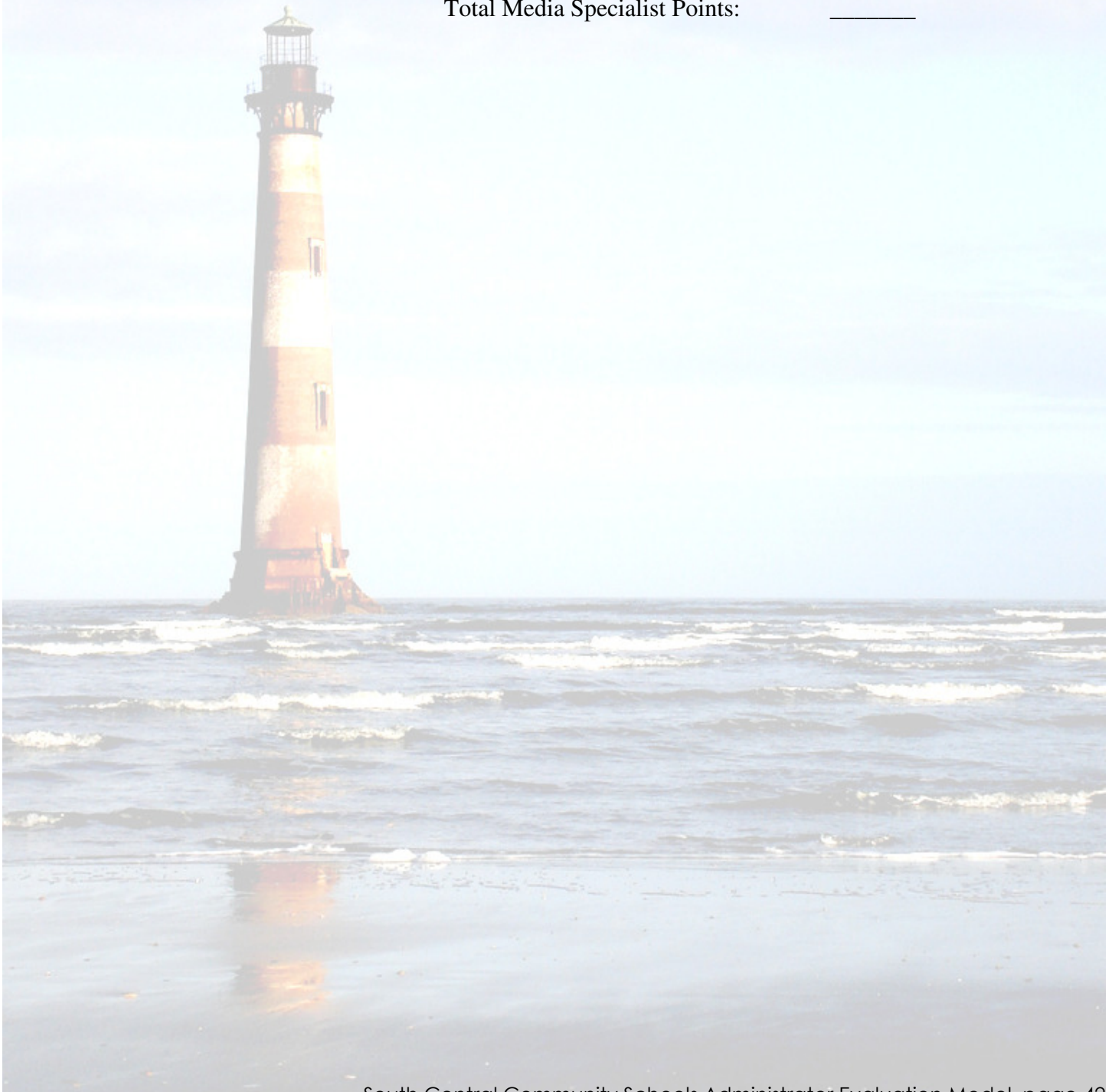
<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
<i>Point Value= 1</i>	<i>Point Value= 2</i>	<i>Point Value= 3</i>	<i>Point Value= 4</i>

1. Advocate of student success. Rating =
2. Contributes to school culture. Rating =
3. Communicates through collaboration (PLC). Rating =
4. There is evidence the teacher designs meaningful and relevant assignments that fully engage students and clearly connect activities and assessment to student understanding. Rating =
5. There is evidence that the teacher purposefully creates a safe, well-organized and visually stimulating space that invites and celebrates serious academic work, maximizing student engagement through an environment conducive to learning. Rating =
6. Effectively engages students in academic content. Rating =
7. The teacher responds to students' answers by probing for higher level understanding in an effective manner. Rating =
8. The teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills. Rating =
9. The teacher effectively develops student's understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring back to the objective at key points during the lesson. Rating =
10. Personal Discipline and Diligence. Rating =
11. Strategic Vision and Mission. Rating =
12. Community Relations. Rating =
13. The teacher complies with school and school system policies, rules and regulations. Rating =
14. The teacher promotes trust among colleagues and the community Rating =
15. Engaged, focused, and loyal team member. Rating =
16. The teacher contributes valuable ideas and expertise toward student growth. The teacher demonstrates a high regard for others and coaches them through difficult situations and collaborates with colleagues to make the school community successful. Rating =
17. Library Culture: The teacher recognizes the efforts of individual learners and consistently reinforces positive behavior. Rating =
18. The teacher pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve

- practice, and actively participates in professional development. **Rating =**
19. Every decision made is for benefit of students. **Rating =**
20. Develops and works within the budget given. **Rating =**
21. Displays evidence of working towards Professional Goals. **Rating =**
22. Keeps Community informed and up to date about current events at the media center. **Rating =**
23. Consistently evaluating Media Center and Programs **Rating =**
24. Demonstrates knowledge of resources **Rating =**
25. Effectively communicates with administration **Rating =**

Total Points will give you a quantitative number for average of performance based on the above scale of summative evaluation.

Total Media Specialist Points: _____



Part A: Evaluation Performance--50 percent

Part B: Student Performance - Data Scoring--30 percent

60 Points of Total Summative Scoring of Performance.

All tied to student test scores on Locally Identified Assessment (LIA). Performance is based on growth and achievement goals set around the best assessments available for any given teacher. Pass rate for assessment (Actual % multiplied by .60 = points for Part B Scoring)

Part C: School Performance - Data Scoring--10 percent

20 Points of Total Summative Scoring of Performance.

<i>Grade F</i> <i>0 Points</i>	<i>Grade D</i> <i>5 Points</i>	<i>Grade C</i> <i>10 Points</i>	<i>Grade B</i> <i>15 Points</i>	<i>Grade A</i> <i>20 Points</i>
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Part D: Displays a focus of the Vision and Mission of the District – Scoring-- 10 Percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective</i> <i>Performance frequently</i> <i>exhibits weaknesses that</i> <i>negatively impact</i> <i>students, staff, and the</i> <i>school climate.</i> Points 0 - 8	<i>Improvement Necessary</i> <i>Performance typically</i> <i>exhibits strengths that</i> <i>impact students, staff,</i> <i>and the school climate.</i> Points 9 - 12	<i>Effective</i> <i>Performance typically</i> <i>exhibits multiple strengths</i> <i>that favorably impact</i> <i>students, staff, and the</i> <i>school climate.</i> Points 13 - 16	<i>Highly Effective</i> <i>Performance</i> <i>consistently exhibits</i> <i>multiple strengths that</i> <i>have strong, positive</i> <i>impact on students,</i> <i>staff, and the school</i> <i>climate.</i> Points 17 - 20
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Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate. Points 40 - 79</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate. Point 80 - 119</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate. Points 120-159</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate. Point 160-200</i>

Part A: Evaluation Performance Score: Teacher's Score: _____

Possible 100 Points (Weight 50 Percent)
(Example: Teacher earns 89 points on Part A- subjective rubric)

Part B: Student Performance Score: Data Score: _____

Possible 60 Points (Weight 30 Percent)
(Example: Teacher's class pass rate for ISTEP+ Math and Reading is 74% x .60= 44 points)

Part C: School Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: School earns C = 10 points)

Part D: Professional Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: Teacher earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 44 + Part C: 10+ Part D: 20=163 total points)

Documentation and Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Media Specialist Signature _____

(This signature does not automatically indicate agreement.)

Media Specialist Counselor Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form.):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

TEACHER EVALUATION COMPONENTS AND FORMS THROUGH 2013 (BASED ON DANIELSON MODEL)

Teacher _____

School _____

Administrator _____

Teaching Assignment _____

DOMAIN 1: PLANNING AND PREPARATION

	Unsatisfactory	In Progress	Proficient	Exemplary
Demonstrating Knowledge of Content and Pedagogy				
Demonstrating Knowledge of Students				
Selecting Instructional Goals				
Demonstrating Knowledge of Resources				
Designing Coherent Instruction				
Assessing Student Learning				

Comments:

DOMAIN 2: THE CLASSROOM ENVIRONMENT

	Unsatisfactory	In Progress	Proficient	Exemplary
Creating an Environment of Respect and Rapport				
Establishing a Culture for Learning				
Managing Classroom Procedures				
Managing Student Behavior				
Organizing Physical Space				

Comments:

DOMAIN 3: INSTRUCTION**Unsatisfactory****In
Progress****Proficient****Exemplary**

Communicating Clearly and Accurately

Using Questioning and Discussion
Techniques

Engaging Students in Learning

Communicating Clearly and Accurately

Demonstrating Flexibility and
Responsiveness

Comments:

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**Unsatisfactory****In
Progress****Proficient****Exemplary**

Reflecting on Teaching

Maintaining Accurate Records

Communicating with Families

Contributing to the School and District

Growing and Developing Professionally

Showing Professionalism

Comments:

**TEACHER EVALUATION COMPONENTS AND FORMS
BEGINNING 2014
(BASED ON ADMINISTRATIVE ASSISTANCE MODEL)**

Teachers will be rated Highly Effective, Effective, Improvement Necessary, or Ineffective on each question

Classroom Culture

Question Number 01.01

There is evidence that the teacher exudes high expectations for all students; convincing students they will master the material and encouraging all learners to take pride in their achievement.

Question Number 01.02

The teacher recognizes the efforts of individual learners and consistently reinforces positive behavior.

Question Number 01.03

There is evidence that the teacher purposefully creates a safe, well-organized and visually stimulating space that invites and celebrates serious academic work, maximizing student engagement through an environment conducive to learning.

Question Number 01.04

There is evidence of open communication both to and from the learner that is inclusive, flexible, and inviting thus establishing a nurturing learning environment.

Question Number 01.05

Treats learners fairly and deals with classroom behavior in a consistent manner, so that inappropriate, off-task or challenging behaviors are addressed immediately and appropriately and there is no impact on learning.

Question Number 01.06

There is evidence that the teacher is able to create an environment of mutual respect and positive rapport, with no instances of disrespect by the teacher.

Question Number 01.07

Classroom procedures and routines are evident so the schedule and transitions maximize instructional time and allow for effective record keeping

2. Purposeful Planning

Question Number 02.01

There is evidence that the teacher develops challenging and measurable annual student achievement goals with clear benchmarks to help monitor learning and inform interventions throughout the year

Question Number 02.02

The teacher plans daily lessons by identifying lesson objectives that are aligned to state content standards; matching instructional strategies to the lesson objectives; and designing routine assessments that measure progress towards mastery.

Question Number 02.03

There is evidence that the teacher plans instruction by identifying content standards that students must master, articulating essential questions, creating assessments before instruction begins for backwards planning, and allocating an instructionally appropriate amount of time for learning

Question Number 02.04

There is evidence the teacher designs meaningful and relevant assignments that fully engage students and clearly connect activities and assessment to student understanding.

Question Number 02.05

There is evidence the teacher plans instruction based upon knowledge of subject matter, student's interests, the community, and the curriculum goals in a culturally responsive manner.

3. Effective Instruction

Question Number 03.01

The teacher effectively develops student's understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring back to the objective at key points during the lesson.

Question Number 03.02

There is evidence that the teacher leverages a sense of purpose and urgency for classroom performance. Students can explain what they are doing and why. The students are actively engaged throughout the lesson.

Question Number 03.03

Maximum instructional time is captured through well-executed routines, procedures and transitions, and efficient instructional pacing.

Question Number 03.04

The teacher articulates and communicates clearly, restating and rephrasing instruction in multiple ways, meeting the needs of all learners. The content delivered is factually correct, well-organized, and accessible and challenging to all students.

Question Number 03.05

The teacher responds to students' answers by probing for higher level understanding in an effective manner.

Question Number 03.06

There is evidence that the teacher differentiates delivery of instruction based on assessment data to meet diverse student needs, and then considers learning styles to assess student progress.

Question Number 03.07

Checks for understanding of content at key moments and modifies lessons accordingly.

Question Number 03.08

The teacher routinely records student progress data, analyzes student progress toward mastery, and communicates progress to students.

Question Number 03.09

After analyzing data the teacher re-teaches, modifies long-term plans, and modifies practice as appropriate.

Question Number 03.10

The teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.

Question Number 03.11

The teacher extends knowledge of subject beyond content in their teaching specialty and sparks a curiosity for learning beyond the required course work.

Question Number 03.12

The teacher integrates technology with instruction to maximize student learning and create student engagement in higher level thinking skills.

4. Assessment

Question Number 04.01

There is evidence the teacher uses information gained from assessments to improve teaching practice and student learning.

Question Number 04.02

There is evidence the teacher provides opportunities for students to assess themselves and others.

Question Number 04.03

There is evidence the teacher teaches students to use peer and self-assessment feedback to assess their own learning.

5. Professional Leadership

Question Number 05.01

The teacher contributes valuable ideas, expertise, and extra time. The teacher promotes trust among colleagues and the community. The teacher complies with school and school system policies, rules and regulations.

Question Number 05.02

The teacher demonstrates a high regard for others and coaches them through difficult situations and collaborates with colleagues to make the school community successful.

Question Number 05.03

The teacher pursues opportunities to improve knowledge and practice, welcomes constructive feedback to improve practice, and actively participates in professional development.

Question Number 05.04

The teacher attempts to remedy obstacles in student achievement. There is evidence of commitment, hard work, patience, tenacity, and calculated risk to ensure student success.

Question Number 05.05

The teacher interacts with all parents and develops positive relationships with students and parents. The teacher attends conferences and meetings and responds to parents in a timely manner.

Question Number 05.06

The teacher remains abreast of current research about student learning, child development, and new and innovative resources.



Kindergarten, 1st and 2nd Grade Teachers:

Part A: Evaluation Performance - 50 percent

Part B: Student Performance - Data Scoring- 30 percent

60 Points of Total Summative Scoring of Performance.

All tied to student test scores in combined Math and Reading sections of NWEA or other locally identified assessment.

Pass rate for assessment (Actual % multiplied by .60 = points for Part B Scoring)

Part C: School Performance - Data Scoring- 10 percent

20 Points of Total Summative Scoring of Performance.

<i>Grade F</i>	<i>Grade D</i>	<i>Grade C</i>	<i>Grade B</i>	<i>Grade A</i>
<i>0 Points</i>	<i>5 Points</i>	<i>10 Points</i>	<i>15 Points</i>	<i>20 Points</i>

South Central Elementary/Junior High School Grade Points: _____

Part D: Displays a focus of the Vision and Mission of the District – Scoring- 10 percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
Points 0 - 8	Points 9 - 12	Points 13 - 16	Points 17 - 20

Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> <i>Points 40 - 79</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i> <i>Point 80 - 119</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> <i>Points 120-159</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> <i>Point 160-200</i>

Part A: Evaluation Performance Score: Teacher's Score: _____

Possible 100 Points (Weight 50 Percent)
(Example: Teacher earns 89 points on Part A- subjective rubric)

Part B: Student Performance Score: Data Score: _____

Possible 60 Points (Weight 30 Percent)
(Example: Teacher's class pass rate for NWEA Math and Reading is 74% x .60= 44 points)

Part C: School Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: School earns C = 10 points)

Part D: Professional Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: Teacher earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 44 + Part C: 10+ Part D: 20=163 total points)

Documentation and Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Teacher's Signature _____

(This signature does not automatically indicate agreement.)

Teacher Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

3rd, 4th, 5th, 6th, 7th, and 8th Grade Teachers / ECA tested teachers:

All tied to student test scores on the ISTEP+ or ECA tests.

Pass rate for assessment (Actual % divided by 2 is points for Part B Scoring)

Part A: Evaluation Performance--50 percent

Part B: Student Performance - Data Scoring --30 percent

60 Points of Total Summative Scoring of Performance.

All tied to student test scores in combined Math and Reading sections of ISTEP+ or other required state level assessment.

Pass rate for assessment (Actual % multiplied by .60 = points for Part B Scoring)

Part C: School Performance - DATA Scoring (10) Percent

20 Points of Total Summative Scoring of Performance.

<i>Grade F</i>	<i>Grade D</i>	<i>Grade C</i>	<i>Grade B</i>	<i>Grade A</i>
<i>0 Points</i>	<i>5 Points</i>	<i>10 Points</i>	<i>15 Points</i>	<i>20 Points</i>

South Central Elementary/Junior High School Grade Points: _____

Part D: Displays a focus of the Vision and Mission of the District - Scoring (10) Percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i>	<i>Improvement Necessary Performance typically exhibits strengths that impact students, staff, and the school climate.</i>	<i>Effective Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i>	<i>Highly Effective Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i>
Points 0 - 8	Points 9 - 12	Points 13 - 16	Points 17 - 20

Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> Points 40 - 79	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i> Point 80 - 119	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> Points 120-159	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> Point 160-200

Part A: Evaluation Performance Score:

Teacher's Score: _____

Possible 100 Points (Weight 50 Percent)
(Example: Teacher earns 89 points on Part A- subjective rubric)

Part B: Student Performance Score:

Data Score: _____

Possible 60 Points (Weight 30 Percent)
(Example: Teacher's class pass rate for ISTEP+ Math and Reading is 74% x .60= 44 points)

Part C: School Performance Score:

Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: School earns C = 10 points)

Part D: Professional Performance Score:

Data Score: _____

Possible 20 Points (Weight 20 Percent)
(Example: Teacher earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 44 + Part C: 10+ Part D: 20=163 total points)

Documentation and Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Teacher's Signature _____

(This signature does not automatically indicate agreement.)

Teacher Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____

Non-ISTEP+/ECA/NWEA Assessed Teachers:

Part A: Evaluation Performance --50 percent

Part B: Student Performance - Data Scoring--30 percent

60 Points of Total Summative Scoring of Performance.

All tied to student test scores on Locally Identified Assessment (LIA). Performance is based on growth and achievement goals set around the best assessments available for any given teacher. Pass rate for assessment (Actual % multiplied by .60 = points for Part B Scoring)

Part C: School Performance - Data Scoring-- 10 Percent

20 Points of Total Summative Scoring of Performance.

<i>Grade F</i> <i>0 Points</i>	<i>Grade D</i> <i>5 Points</i>	<i>Grade C</i> <i>10 Points</i>	<i>Grade B</i> <i>15 Points</i>	<i>Grade A</i> <i>20 Points</i>
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Part D: Displays a focus of the Vision and Mission of the District - Scoring (10) Percent

20 Points of Total Summative Scoring of Performance.

<i>Ineffective</i> <i>Performance frequently</i> <i>exhibits weaknesses that</i> <i>negatively impact</i> <i>students, staff, and the</i> <i>school climate.</i> Points 0 - 8	<i>Improvement Necessary</i> <i>Performance typically</i> <i>exhibits strengths that</i> <i>impact students, staff,</i> <i>and the school climate.</i> Points 9 - 12	<i>Effective</i> <i>Performance typically</i> <i>exhibits multiple strengths</i> <i>that favorably impact</i> <i>students, staff, and the</i> <i>school climate.</i> Points 13 - 16	<i>Highly Effective</i> <i>Performance</i> <i>consistently exhibits</i> <i>multiple strengths that</i> <i>have strong, positive</i> <i>impact on students,</i> <i>staff, and the school</i> <i>climate.</i> Points 17 - 20
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Part A, Part B, Part C & Part D Combined:

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
<i>Performance frequently exhibits weaknesses that negatively impact students, staff, and the school climate.</i> <i>Points 40 - 79</i>	<i>Performance typically exhibits strengths that impact students, staff, and school climate.</i> <i>Point 80 - 119</i>	<i>Performance typically exhibits multiple strengths that favorably impact students, staff, and the school climate.</i> <i>Points 120-159</i>	<i>Performance consistently exhibits multiple strengths that have strong, positive impact on students, staff, and the school climate.</i> <i>Point 160-200</i>

Part A: Evaluation Performance Score: Teacher's Score: _____

Possible 100 Points (Weight 50 Percent)
(Example: Teacher earns 89 points on Part A- subjective rubric)

Part B: Student Performance Score: Data Score: _____

Possible 60 Points (Weight 30 Percent)
(Example: Teacher's class pass rate for ISTEP+ Math and Reading is 74% x .60= 44 points)

Part C: School Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: School earns C = 10 points)

Part D: Professional Performance Score: Data Score: _____

Possible 20 Points (Weight 10 Percent)
(Example: Teacher earns 20 = 20 points)

Overall Rating: _____

Example: (Part A: 89 + Part B: 44 + Part C: 10+ Part D: 20=163 total points)

Documentation and Signatures

School Year _____

Date of Post Conference Evaluation Meeting _____

Evaluator's Signature _____

I acknowledge that I have reviewed and discussed this evaluation.

Teacher's Signature _____

(This signature does not automatically indicate agreement.)

Teacher Professional Growth/Improvement Plan

Name: _____ Date: _____

School Year: _____

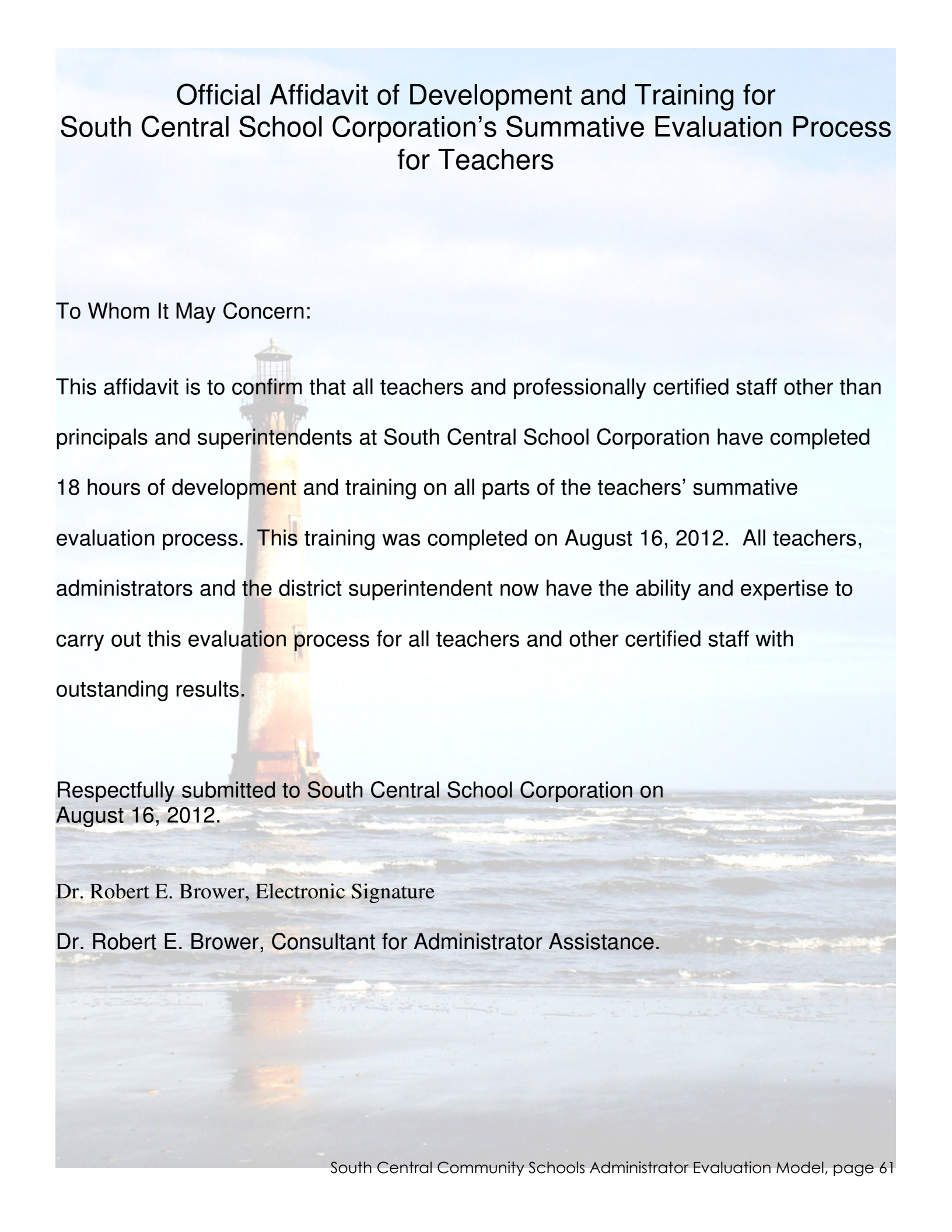
Improvement Plan Goal(s) (Must be specific and measurable to area(s) from evaluation form):

Strategies for completing goal(s):

Target Date for Completion/Review:

Administrator's Signature: _____

Superintendent's Signature: _____



Official Affidavit of Development and Training for South Central School Corporation's Summative Evaluation Process for Teachers

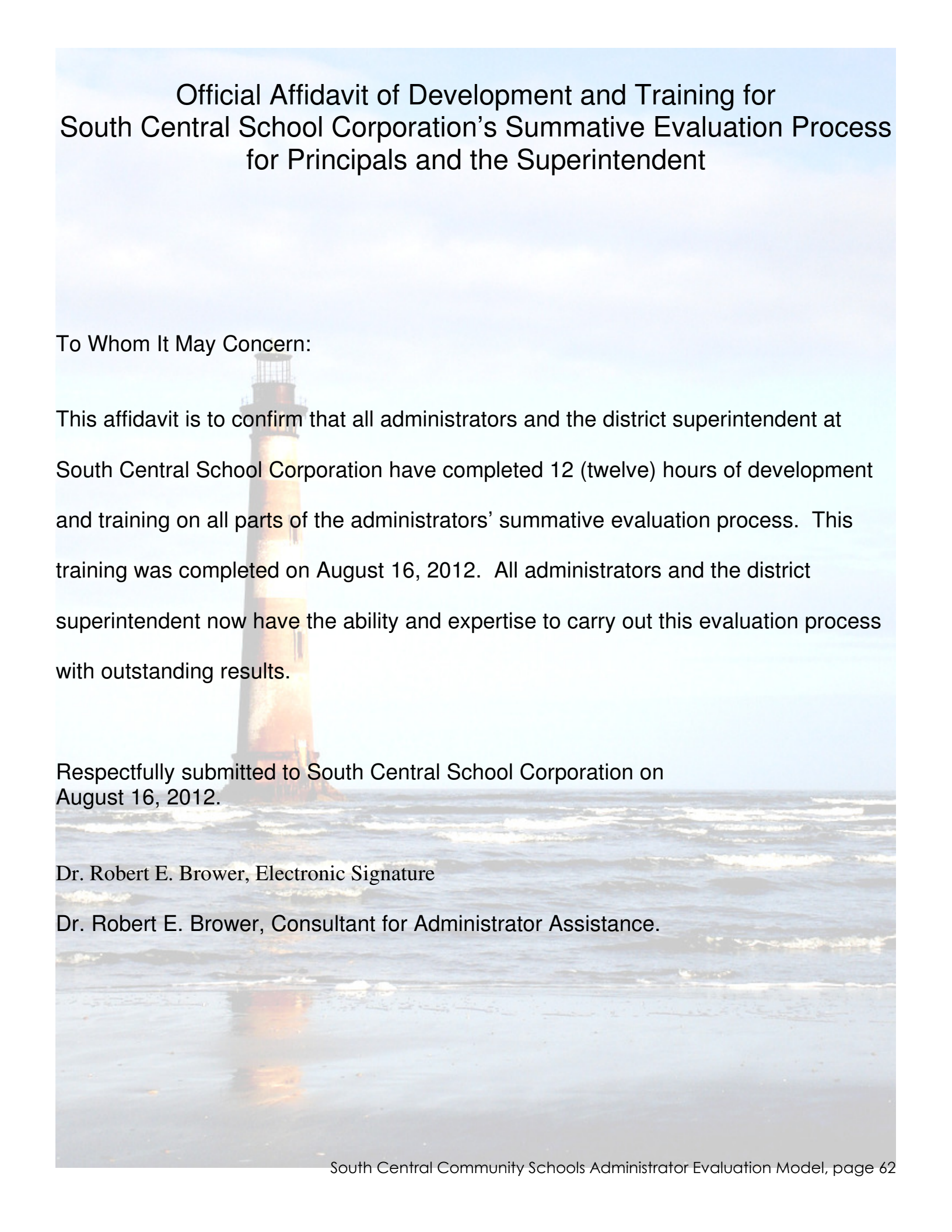
To Whom It May Concern:

This affidavit is to confirm that all teachers and professionally certified staff other than principals and superintendents at South Central School Corporation have completed 18 hours of development and training on all parts of the teachers' summative evaluation process. This training was completed on August 16, 2012. All teachers, administrators and the district superintendent now have the ability and expertise to carry out this evaluation process for all teachers and other certified staff with outstanding results.

Respectfully submitted to South Central School Corporation on
August 16, 2012.

Dr. Robert E. Brower, Electronic Signature

Dr. Robert E. Brower, Consultant for Administrator Assistance.



Official Affidavit of Development and Training for South Central School Corporation's Summative Evaluation Process for Principals and the Superintendent

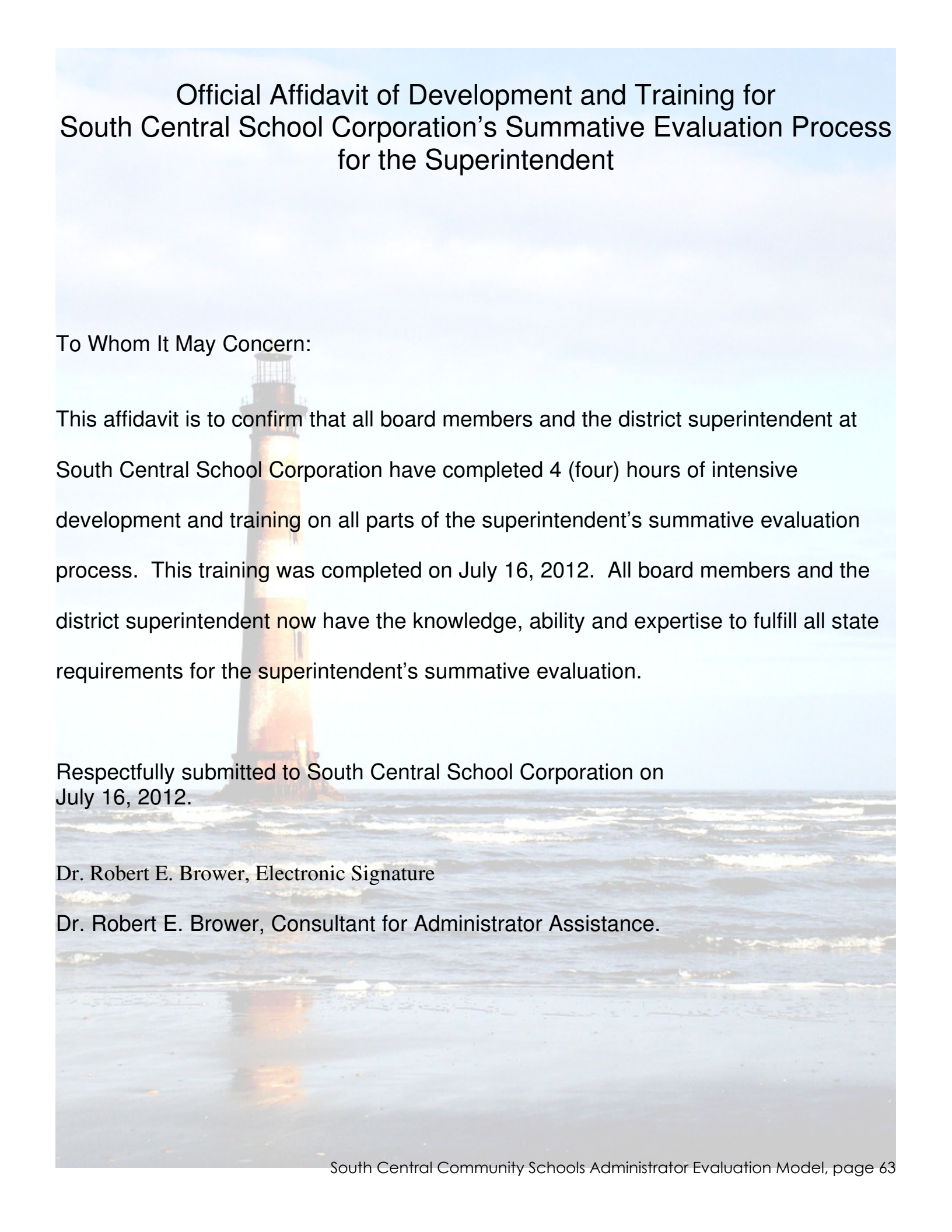
To Whom It May Concern:

This affidavit is to confirm that all administrators and the district superintendent at South Central School Corporation have completed 12 (twelve) hours of development and training on all parts of the administrators' summative evaluation process. This training was completed on August 16, 2012. All administrators and the district superintendent now have the ability and expertise to carry out this evaluation process with outstanding results.

Respectfully submitted to South Central School Corporation on
August 16, 2012.

Dr. Robert E. Brower, Electronic Signature

Dr. Robert E. Brower, Consultant for Administrator Assistance.



Official Affidavit of Development and Training for South Central School Corporation's Summative Evaluation Process for the Superintendent

To Whom It May Concern:

This affidavit is to confirm that all board members and the district superintendent at South Central School Corporation have completed 4 (four) hours of intensive development and training on all parts of the superintendent's summative evaluation process. This training was completed on July 16, 2012. All board members and the district superintendent now have the knowledge, ability and expertise to fulfill all state requirements for the superintendent's summative evaluation.

Respectfully submitted to South Central School Corporation on
July 16, 2012.

Dr. Robert E. Brower, Electronic Signature

Dr. Robert E. Brower, Consultant for Administrator Assistance.

LIA (Locally Initiated Assessments) Protocol

All course/subjects grades K-12 will construct end of course year OR end of course semester final LIAs that will reflect growth and achievement (learning) for the time period indicated. All scoring of LIAs WILL be used as a part of a teacher's, and administrators summative data evaluation as mandated by Indiana statute. The following are suggested protocols for developing, implementing and scoring these LIAs.

1. All LIAs will be teacher developed through one or more of the following methods: Originally created; shelf or commercial type; professional association developed; borrowed from other like teachers or districts; or criterion referenced tests that are available through testing companies. Ultimately, the superintendent or his/her designee will give final approval for a given LIA or for common LIAs used throughout the district.
2. All LIAs will be developed under the oversight of building principals. Where there is one course at a given school, the principal has final approval of the LIA used. Where multiple teachers are involved, the LIAs will be commonly developed, commonly scored and commonly assessed. For example, if there are three teachers that teach geometry, then each teacher will give the exact same common LIA. In cases where this course is offered as an honors course or remedial course, a separate LIA is permissible. In multi elementary schools, common LIAs, common scoring and assessments will be used. Similarly as in the above example, differing LIAs are permissible for remedial or honors level courses or subjects. It is permissible for a district to work collaboratively with other schools to use the same or very similar LIAs.

All LIAs MUST reflect nearly all the state standards delineated for a given subject.

All LIAs MUST reflect a comprehensive reflection of a semester or year's study.

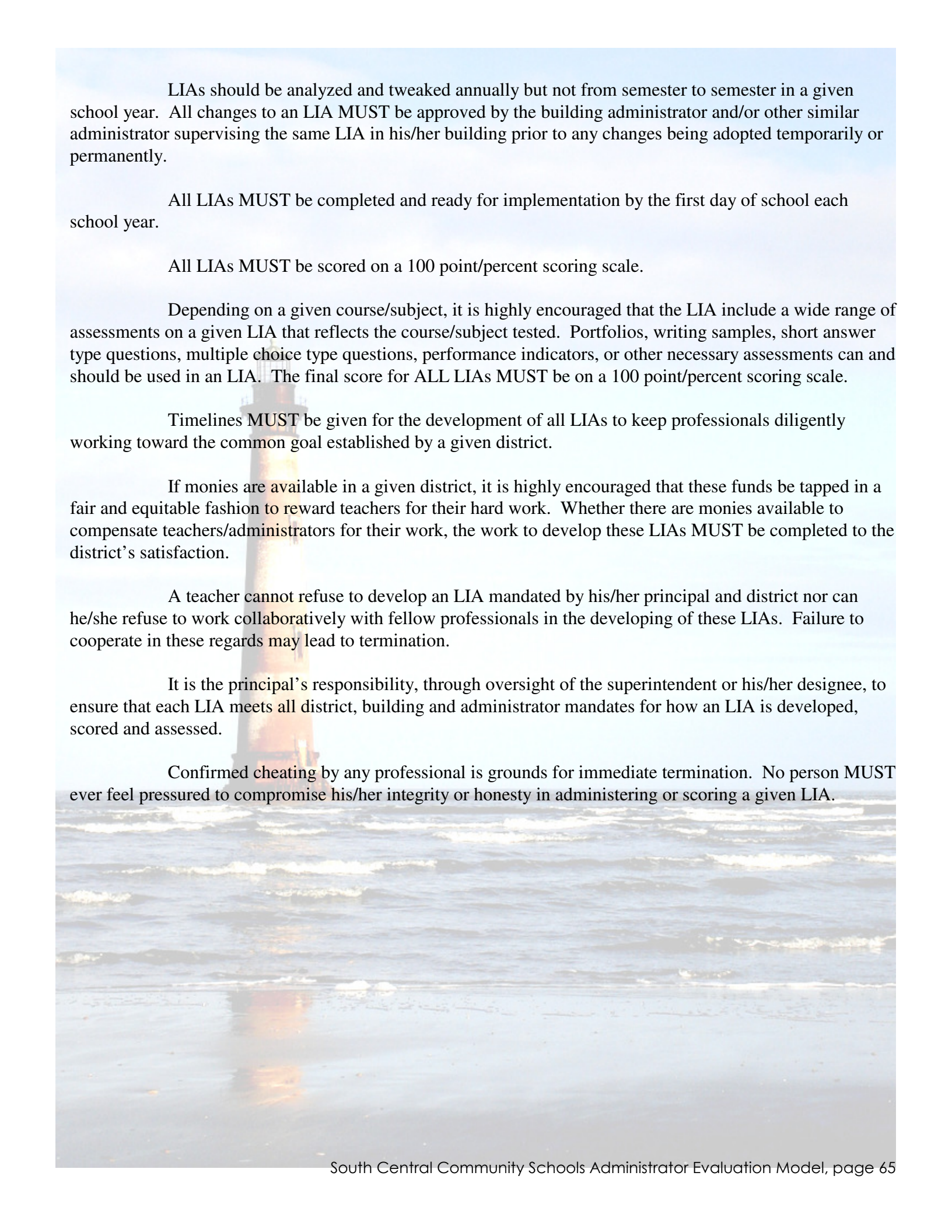
All LIAs MUST be rigorous, challenging, reflect learning for a given class or subject and be a test that a student could not pass without taking the class or subject.

All LIAs MUST have integrity, be scored honestly, and be given under circumstances where there exists no chance of cheating between or among students.

All LIAs MUST be administered in a conducive testing environment and reflect a time span that allows for rigor while allowing ample time to complete the LIA. LIAs may be given under a teacher's supervision or teachers may swap classes to administer the LIA.

LIAs may be given at either semester or yearend timeframes depending on the philosophy and practical nuances of circumstances. In cases where a teacher only teaches a particular class for 9 weeks, then that teacher will given his/her LIA at the end of the course even though it is less than one semester.

All LIAs MUST be maintained with the school after being administering and only distributed to students for "read only" purposes after scores are announced. Under no circumstances are these LIAs to be given to students or parents or allowed to be photographed, copied, or stolen. If an LIA's integrity is jeopardized, a new LIA MUST be developed to ensure continued integrity of the LIA so that complete confidence in the LIA can be maintained from year to year.



LIAs should be analyzed and tweaked annually but not from semester to semester in a given school year. All changes to an LIA MUST be approved by the building administrator and/or other similar administrator supervising the same LIA in his/her building prior to any changes being adopted temporarily or permanently.

All LIAs MUST be completed and ready for implementation by the first day of school each school year.

All LIAs MUST be scored on a 100 point/percent scoring scale.

Depending on a given course/subject, it is highly encouraged that the LIA include a wide range of assessments on a given LIA that reflects the course/subject tested. Portfolios, writing samples, short answer type questions, multiple choice type questions, performance indicators, or other necessary assessments can and should be used in an LIA. The final score for ALL LIAs MUST be on a 100 point/percent scoring scale.

Timelines MUST be given for the development of all LIAs to keep professionals diligently working toward the common goal established by a given district.

If monies are available in a given district, it is highly encouraged that these funds be tapped in a fair and equitable fashion to reward teachers for their hard work. Whether there are monies available to compensate teachers/administrators for their work, the work to develop these LIAs MUST be completed to the district's satisfaction.

A teacher cannot refuse to develop an LIA mandated by his/her principal and district nor can he/she refuse to work collaboratively with fellow professionals in the developing of these LIAs. Failure to cooperate in these regards may lead to termination.

It is the principal's responsibility, through oversight of the superintendent or his/her designee, to ensure that each LIA meets all district, building and administrator mandates for how an LIA is developed, scored and assessed.

Confirmed cheating by any professional is grounds for immediate termination. No person MUST ever feel pressured to compromise his/her integrity or honesty in administering or scoring a given LIA.